STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate:	**Mentor/Title:**	**School/District:**
Daniel Hoeh	Tracey Borup / Technology Training Integration Specialist	Wheeler High School/ Cobb County School District
Field Experience/Assignment:	**Course:**	**Professor/Semester:**
Data Overview	ITEC 7304: Data Analysis & School Improvement	Professor James Wright/ Fall 2016

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
10/20	Used various websites to collect information about Wheeler High School. The collected information was then transferred to an Excel Sheet. (3 hours)	1.4, 2.1, 2.8, 4.2, 6.3	1a, 2b, 2g, 2h, 5a, 5b, 5c,,
10/21	Continued to collect information and sort the data. Experimented with different sort options, tables and charts. (2 hours)	1.4, 2.1, 2.8, 4.2, 6.3	1a, 2b, 2g, 2h, 5a, 5b, 5c,
10/22	Continued collecting information and creating data sorts for collection of valuable school data. The data was then exported into charts and tables. (2 hours)	1.4, 2.1, 2.8, 4.2, 6.3	1a, 2b, 2g, 2h, 5a, 5b, 5c,
10/24	Began creation of a PowerPoint presentation to display the data sorted information from the Excel worksheet. Data charts and tables were imported to the PowerPoint along text. (1 hour)	1.1, 1.2, 2.2, 2.7, 2.8, 4.1, 4.2, 5.1, 6.2, 6.3	1a, 2b, 2g, 2h, 5a, 5b, 5c,
10/25	Completed final draft touches on the Overview assignment. Emailed out presentation to the professor for formative feedback. (2 hours)	1.1,2.1,2.2, 2.7, 2.8,4.1, 4.2, 5.1, 5.2, 5.3, 6.2, 6.3	1a, 2b, 2g, 2h, 5a, 5b, 5c, 6c
10/26 – 10/28	Received feedback and began making corrections to the charts and data. X and Y accesses were more clearly labeled along with n value. Data tables were also added to make the information easier to understand. (2 hours)	1.1, 1.2, 2.1, 2.2, 2.7, 2.8, 4.1, 4.2, 5.1, 5.2, 5.3, 6.2, 6.3	1a, 2b, 2g, 2h, 5a, 5b, 5c, 6c
10/31	Completed edits to both the Excel charts and tables along with PowerPoint presentation. The final presentation was then screen captured and edited. (2 hours)	1.1, 1.2, 2.1, 2.2, 2.8, 4.1, 4.2, 5.1, 5.2, 5.3, 6.2, 6.3	1a, 2b, 2g, 2h, 5a, 5b, 5c, 6c

	Total Hours: 15		

DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
Ethnicity	**P-12 Faculty/Staff**				**P-12 Students**			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian				X				X
Black				X				X
Hispanic				X				X
Native American/Alaskan Native				X				X
White				X				X
Multiracial				X				X
Subgroups:								
Students with Disabilities								X
Limited English Proficiency								X
Eligible for Free/Reduced Meals								X

Part II: Reflection

CANDIDATE REFLECTIONS:
(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

During this field experience I pulled together data reports about my school from multiple sources including but not limited to; CCRPI, Milestone Assessment, school demographics etc. The data collected was then sorted and filtered for relevant information. Once the data was collected I created charts and graphs that were visually appealing and informative. The charts and graphs were then placed into a PowerPoint presentation that included important antidotal information that was recorded for a data team presentation.

After completing this field experience I learned that, technology is a critical tool when conducting data team meetings and the data overview process. Strong knowledge of Excel, PowerPoint, the internet and data team process was crucial for completing this assignment. I also learned that a good presentation with relevant data is a must for any technology leader and leader in general, inorder to conduct a quality data team meeting and overview.

2. How did this learning relate to the knowledge (what must you know), **skills** (what must you be able to do) **and dispositions** (attitudes, beliefs, enthusiasm) **required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**

Knowledge:

After completing this field experience I learned that a good technology leader has to know how to analyze and interpret data to enact real change. A technology leader needs to help shape the vision of the school, using real strategic planning, guided by real and relevant data. A true leader must know how to leverage formative and summative data taken from a variety of sources to create research-based learner-center strategies that will enhance teaching at learning for all students.

Skills:

The field experience has also taught me that a good technology leader needs to be flexible and follow the data where ever it leaders. A leader needs to leverage all of the digital tools at their disposal to compile data for real and relevant data analysis meetings with data teams. When presenting the data one has to be concise and not shy away from asking the tough questions.

Disposition:

A good technology leader needs to remain flexible and positive throughout the data analysis process. A leader needs to follow the data wherever it leads and not get bogged down with negativity and denial. It is important to remain positive and constantly evaluate the data and the direction of the school. Even though the data may not always be positive, it is important to not place blame and evaluate only the data and not individuals or institutions.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

After conducting this field experience I now have a greater understanding of the importance of summative and formative data. The data overview and future overviews will help me and my school as I work with data teams to create real positive change that addresses the needs of all learners. The impact of the data overview assignment will be assessed in the future summative and formative assessments at my school.